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ABSTRACT

This issue of "Forum," a journal designed to present ideas of California community college faculty, begins with "Community Colleges Can Keep the Door Open," by Jean B. Trapnell, which urges community colleges to reassess and integrate the new goals associated with lifelong learning with the primary goals of providing transfer, technical, and remedial education. Next, Leon Baradat, in "Proposal regarding the Associate Degrees at Mira Costa College," supports the view of the associate degree as evidence of the successful completion of the first 2 years of a 4-year program and presents a proposal for degree and certificate content. In "Whither the Major?" Steve Ruis considers the pressures to increase the number of units required in a given major and the attendant danger of eroding general education requirements and elective options. Carmen M. Decker's article, "Cooperation among Academic Senates in Multi-College Districts," urges academic senates to recognize their vocational heritage, common goals, and natural allies and to work together to create a professional atmosphere to serve the academic community. Next, "College Symposium: Santa Monica College and Your Future," prepared by the Staff Development Committee of the Academic Senate, presents a model for institutional self-examination, priority establishment, and goal setting. Finally, E. Lou Carranza offers "Remarks on Pedagogy," focusing on five elements of sound instruction: frame of reference, assumptions, elements, interpretations, and theories. (AYC)

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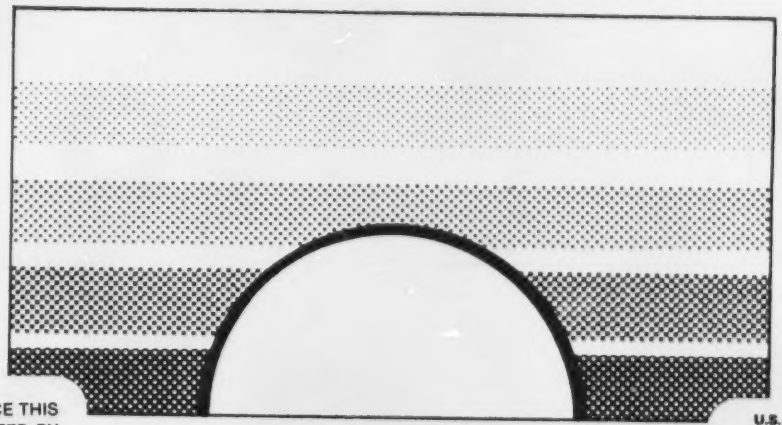

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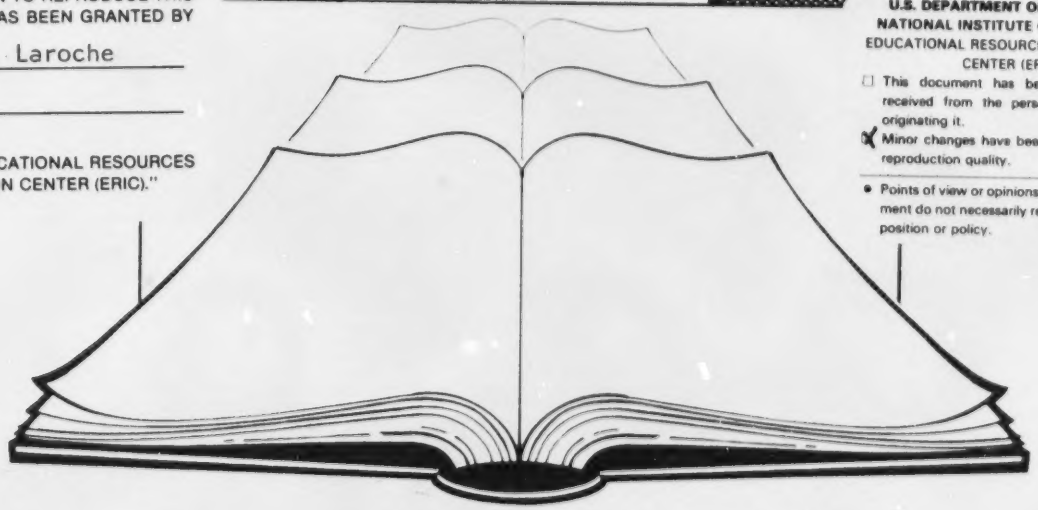

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The Academic Senate for California Community Colleges

SPRING 1982

FORUM

Jonnah J. Laroche

Editor

A Publication of
The Academic Senate
for
California Community Colleges

Reaction to the first edition of FORUM, published in April of 1981, indicates widespread interest expressed by legislators, educators, college presidents, trustees, and others supports our position that the faculty have thoughtful, stimulating, educationally valid ideas which merit a wide audience. Thus, this second edition of the journal will reach every community college senate, each college president, the chancellor, members of the board of governors, and key legislators. It is our hope that their reading of this journal will increase awareness of the views of community college faculty and will stimulate discussion and response to the ideas presented.

Articles appearing in this edition were selected by the editor. The ideas and opinions expressed are those of the authors and do not necessarily represent positions adopted by the Academic Senate for California Community Colleges.

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FORUM

Volume II **Spring 1982**

Jonnah J. Laroche, Editor

The editor wishes to acknowledge the support, assistance, and work of the people who contributed to the publication of this edition of FORUM. The time, energy and advice of Marilyn Williams of the Allan Hancock College staff is especially appreciated. Also, special acknowledgement is due Dr. Gary Edelbrock, President/Superintendent of the Allan Hancock Community College District for his continuing interest and support of this and other state Senate endeavors. The editor also notes the the encouragement of the executive committee of the state Senate and especially that of President Barbara Hinkley. Finally, the willingness of each author to take time from an already busy professional life to write an article is appreciated.

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Community Colleges Can Keep the Door Open

by Jean B. Trapnell

Although **Forum** *articles traditionally have been accepted only from faculty members, the Editor is pleased to present this article by Jean B. Trapnell, a member of the California Community Colleges Board of Governors for the past seven years. In that role, she has served on the Board's Vocational Committee since 1976, has been a member and chair of the Educational Policy Committee, and was recently elected to represent the community colleges on the California Postsecondary Education Commission. Mrs. Trapnell, who earned both a B.A. and an M.A. in English from Columbia University, has taught at the high school and college level. In 1970 she retired from Los Angeles Valley College where she had served as English Department Chair and was a member of the Academic Senate. She has long been interested in educational and civic affairs as evidenced by her work in the Metzger-Hoag cases and her activity in local and state Democratic Party activities.*

Recently, an article in the **Los Angeles Times** headed "Colleges, Students Not Reaching Goals," deplored the transfer situation, the loss of criteria "society can understand and appreciate," the part time student, and the open door "with large numbers of students who come and go as they please." Chancellor Leslie Koltai of the Los Angeles Community College District was being interviewed and indicated to the reporter that his solution was transfer education, vocational education, and remediation--putting "college" back into community college was the way the reporter phrased it.

This is only one of several recent attacks on the California community college system in the **Los Angeles Times** and elsewhere, but I have chosen to discuss it because the words "college and student goals" in the headline convince me that we are in the middle of another change of goal for the community colleges of California.

Actually, the goal of the community colleges changed most drastically about ten years ago--to Lifelong Learning. No longer were the colleges primarily concerned about transfer and occupational and technical education, the charge given them by the 1950's Master Plan. Those just out of high school were not being recruited, partly as a result of the campus disruptions of the '60's and partly because, with returning Vietnam veterans required to take a full program and with the still high popular regard for college degrees, no recruitment in those areas was necessary.

In order to fill a social need primarily, but also to increase ADA and status, "outreach" became another fashionable word and tool; minorities, older people, housewives, and upward bound job holders were offered college courses and Lifelong Learning in banks, storefronts, churches, and office buildings. There was even talk of giving them college credit for their life experience, as in New Jersey and Vermont. John Vasconcellos, then chair of the Assembly sub-committee on postsecondary education, favored credit for life experience, and the California Postsecondary Education Commission published a booklet containing a plan for a string of new colleges in California to take care of adults from eighteen to eighty and to give them counseling and credit based on their life experience.

Lifelong Learning became a nationwide slogan. Vice-President Mondale held a national conference in Washington on the movement. Anyone who suggested, as I did, that we owed community college education primarily to the young person just out of high school was looked upon as very strange. I used the word "diletante" for some of the older people taking courses, but there were frowns and we were told that the seventy five year old was just as entitled to college as the eighteen year old!

What I am suggesting here is that Lifelong Learning, as the main mission and goal of the community colleges in California for the last ten years, is what is really being re-assessed from Los Angeles to Berkeley to Sacramento. The Chancellor of the Los Angeles Community College District, professors at UCLA and at Berkeley, and the monographs of the Postsecondary Education Commission are actually questioning the goal of Lifelong Learning, which, they have not denied, the California community colleges have accomplished brilliantly. California citizens have shown their approval by such increased enrollments that the state penalized the colleges last year when the state was not able to fund all new ADA because enrollment was too high. The same situation exists this year as again the legislature has put a two and one-half percent cap on increased enrollment. Los Angeles has already gone up over four percent this fall according to its Chancellor, and Mission College in Los Angeles, which had a twenty four percent increase last fall, has risen sixteen percent this fall, says its Dean of Instruction, "to prove to Sacramento that it is needed."

The Field Survey, authorized by the State Chancellor of community colleges in the spring of 1980, indicated an overwhelming approval of the community colleges by the adults of this state, with almost half having attended the colleges, and more planning to do so.

During, or possibly because of this Lifelong Learning spree (regarded as such evidently in the Legislature), interest in college degrees declined; part time students became the majority; remedial education increased enormously, this latter partly a response to the idea that the community colleges' Lifelong Learning was for everybody, no matter how ill-prepared or ill-equipped. Remedial work is often very expensive and may involve costly machines with aides and instructors to guide their use, small classes, and the use of people with advanced degrees to teach elementary reading, writing, and arithmetic. It has tended to drive out the also expensive small classes in advanced physics, languages, mathematics, and literature which are necessary for transfer, and has undoubtedly hindered the establishment of new and expensive occupational and technical programs, many of which now have to be obtained in the private sector.

At the other end of the spectrum from the thousands of adults needing remedial courses (I counted this fall forty four sections of remedial English and only fourteen regular English classes in one college's Schedule of Classes) is the attendance at the community colleges of those adults who already have degrees and want cultural enrichment, retraining for better jobs, or avocational courses. These students who constitute about one-third of the community college population, are generally interested in non-credit courses if they are available, are good representatives of Lifelong Learning, and help raise the average age of the community college student to twenty seven or twenty nine.

I submit that the Legislature, in examining and cutting back the financing of non-credit courses in the community colleges, is really challenging the idea that California is willing to finance Lifelong Learning. What Dr. Koltai, the Postsecondary studies, the Legislature, and especially the recently introduced Sieroty Bill, which would reduce all community college non-credit classes to $1100 ADA, are advocating is that the community colleges must give up the mission of Lifelong Learning for Californians and make their goals once again transfer and entry-level occupational and technical training.

Actually, the demographic changes in the state make a return to the simpler times of the '50's and '60's Master Plan impossible, since Lifelong Learning and re-training have proven to be essential missions of the community colleges, but they will not be ends in themselves. They will have to be part of complete academic and technical programs with more stringent requirements such as placement tests and the high school diploma or its equivalent for admission to credit courses. Possibly there will even be restrictions on the number admitted who already possess degrees, giving preference in all instances to those students who sign up for programs leading to certificates of competency or transfer or degrees. Remediation will still exist, but it will be developmental, leading as directly as possible to college level and occupational classes.

These more serious requirements for admission and for long-range goals, really implementing the clause in the Education Code, "who can benefit from instruction," should continue to preclude fees or tuition at the community colleges. The Legislature can be convinced, I believe, to back Governor Brown's 1982-83 budget which omits community college fees. In addition, Speaker of the Assembly Willie Brown and Chairman of the Assembly Ways and Means Committee, John Vasconcellos, have committed themselves to no tuition for community colleges.

That is as it should be. California community colleges, all 107 of them, are unique institutions in this nation. Unlike other states, California mandated the establishment of a community college by law in each district, and the state has traditionally looked upon community colleges as public and free. The community colleges have always been "second chance" schools, giving high school make-up courses as well as college work to enable the student to go to a four-year institution or to enter an occupation fully prepared. Some colleges, like Pasadena, combined high school and college; John Muir in Pasadena consisted of grades 11, 12, 13, and 14.

Even if we accept my thesis that Lifelong Learning has been the real mission of the community colleges during the last decade, the transfer program has, contrary to previous reports, had phenomenal success in the colleges. The State Chancellor's Office has recently discovered that, of the 111,000 students taking twelve units or more and, therefore, serious in their desire to transfer, seventy four percent did go to four-year colleges. That is much higher than the University of California's percentage of students progressing from lower to upper division. Possibly 111,000 is too small a number out of 1,000,000 students attending community colleges to be engaged in transferring; the number would undoubtedly be greater if those taking nine units or even fewer were surveyed--but it is enormously higher than the percentages being publicized. As of this writing, the latest news on tuition is that the legislature, by means of ACR 811 (Hart) has directed the Postsecondary Education Commission to complete by May 1, 1982, a study of "the impact of student charges on access to public higher education." The community colleges are represented on the study group by Chancellor Hayward who is a member of the advisory group. The commission statement reads: "Recommendations for state policy are sought in four areas: 1) relationships between individual and public

levels of support; 2) appropriate use of charges for institutional operations; 3) the impact of student charges on Master Plan Missions; 4) the distribution of financial aid to all needy California students." In response to my question, C.P.E.C. Director Callan said that papers on the subject of tuition could be sent to the commission office.

In conclusion, California can modify its recently acquired goal of Lifelong Learning, so that transfer, technical, occupational, remedial, enrichment, and retraining programs are available. This is the natural spiral of change and improvement--an upward bound into an idea like Lifelong Learning, and then a reassessment and integration of new and former goals. In this re-assessment, California community colleges will be serving all the people more clearheadedly and efficiently, fulfilling its basic mission as a postsecondary institution which still gives every qualified adult in the state a second, continuing chance for upward mobility and Lifelong Learning.

Proposal Regarding the Associate Degrees at MiraCosta College

by Leon Baradat

A professor of Political Science at Mira Costa College, Leon Baradat has written a number of papers on academic and professional issues. Currently he serves as chair of the state Academic Senate Educational Policies Committee and has held other state offices including president in 1978-79. His best selling textbook, **Polit'cal Ideologies: Their Origins and Impact** *is in its second edition.*

Recent activity in general education and course classification has brought to the surface questions about the nature of the associate degrees offered by our institution. For the first time in years faculty, administration, and trustees are taking a long look at the degrees and are discussing their relevance, their quality, and what they should represent to their holders and to the community as a whole. This discussion is generally a healthy, and certainly a long overdue, event and will surely result in a clearer understanding of our mission as a community college. Unfortunately, however, the debate has until now been unorganized and fragmented and has failed to produce precise arguments which address the entire issue. Through this paper, I presume to present the background, to set forward the problems which we confront, and to articulate a proposal for solution. Hopefully, the paper will stimulate serious consideration, counter arguments, and other suggested solutions. From these we can each develop a clearer understanding of the problem, assess the alternatives, and prepare ourselves to wisely choose the course the community colleges will pursue during the 1980's.

Prior to the 1960's, California was served by several junior colleges which generally understood their principal role to be affording students local, inexpensive access to the first two years of a four year college program. At the same time, however, other opportunities were made available to students wishing to avail themselves of them. Course offerings referred to as "terminal" classes, (those which did not transfer) were presented in many, if not most, of the subject areas in which transfer courses were offered. There were also some remedial programs and courses but these seldom assumed major emphasis and were not viewed as a principal mission of the colleges, instead they were viewed as an auxiliary service contributing to the junior college mission. Many junior colleges, although not all, also offered a wide range of vocational classes. Business training was generally available in each junior college but fewer colleges offered classes in industrial technology fields. Additionally, many junior colleges offered courses such as lapidary, photography, community chorus, and gardening which were intended to be of general interest to the population of the community. Hence, though the junior colleges offered a wide variety of courses, the number of classes outside of business and the traditional academic fields were usually quite limited.

The 1960's brought to education the same social and cultural revolution it visited upon society as a whole, and a democratization and deformalization swept the field. Responding to the populist pressures, the junior colleges revised and expanded their mission, finally assuming major responsibilities in occupational education, remedial education, and community service education in addition to the traditional roles. In my view these new functions were, and are, completely appropriate. The "junior" colleges reached out, becoming "community" colleges, thus vastly expanding the educational opportunities available to our people. Yet, as beneficial as this expanded mission is, it has complicated matters and caused some confusion. This enlarged role has spurred a tendency among colleagues to smudge the clear distinctions between the four basic missions and to see them instead as merged and amorphized. Consequently, there is a loss of focus which is eloquently attested to by the difficulties encountered in responding to the course classification mandate.

The trend toward ignoring the differences between our missions has, for a variety of reasons, been allowed to continue unabated until recently. While some benefits from this ambiguity have accrued in the past, much damage has also been done. Lacking focus, some of our programs have suffered. This is most true, in my view, of the transfer function. In an effort to bring needed remedial, vocational, and community services programs to the people, we have tended to ignore, or at least take for granted, our original mission. Alarmed by what rightly or wrongly is viewed as a decline of interest in and standards for the transfer programs at the community colleges, serious questions have been raised by the California Postsecondary Education Commission, University of California,

California State Universities and Colleges, as well as by many people and institutions within our own segment. As a result, a reassessment of the community college transfer function is presently under way and it, as well as other pressures, has inevitably led to a discussion of the degrees we offer.

The associate degrees are viewed from three fundamental and widely different positions. The first suggests that any course offered for credit at a community college must apply to something and should, therefore, count toward the associate degree. With this position courses below the collegiate level, such as remedial English and arithmetic, which are offered for units at the community college, become eligible to count toward the associate degree. Hence, the associate degrees would signify only that a student has taken at least sixty units at a community college including a general education package and the American History and Institutions requirement, but would signify nothing more about the educational level of the course work.

The second position suggests that the associate degree should be basically "collegiate" in level but that "collegiate" does not necessarily imply transfer level courses. Being a "unique" institution in higher education, it is argued, the community colleges offer some courses of study which exceed the high school level but are not necessarily baccalaureate level and that these courses should account to the degree just as do the baccalaureate level courses.

The third position insists that the associate degree should signify that the student has successfully completed the first two years of a four year or baccalaureate program. As such, no units should account to the degree which are not transfer level courses.

To begin with, I must dismiss the first position out of hand. It is not at all necessary to give credit toward some documental reward for every credit course offered. Indeed, most public institutions of higher education regularly offer for credit courses which do not account toward degrees. Even if we wished that all our credit courses accounted toward some documental reward, they certainly need not accrue to the associate degrees. These units could apply to existing certificate programs and, if need be, others can be created. To allow any course taught at the community college to count toward the associate degree is demeaning to the student and erodes the integrity and meaning of that degree.

The second model has more promises but still is unacceptable for a number of reasons. I agree that the community colleges are unique, but our unusual role arises not from the fact that we offer a different kind of collegiate course but that in addition to offering college level courses*, we also make available a large number of other kinds of education.

However, our acknowledged and valuable uniqueness does not supersede the traditional definition of college level course content vis-a-vis high school course content. The notion that the community colleges offer courses which exceed high school but do not quite reach college level is somewhat suspect. Are we to assume that we have discovered an entirely new body of knowledge previously ignored by the educational community? Is it true that between high school (grades 9, 10, 11, and 12) and college (grades 13, 14, 15, 16, and beyond) there rests an intermediate level of say, 12½? If so, where is this new level defined; in educational literature? In Title 5? In statute? What are the specific criteria by which this "unique" level is identified? Indeed no such definition or criterion actually exists as far as I can determine. In the absence of such data, I remain unpersuaded that a unique body of knowledge exists justifying such an intermediate level of education. Rather, suggestions that an intermediate level exists are really pleas that students should receive college credit for taking courses at the community college which are actually high school level offerings. I certainly do not contend that students who need such courses should not be able to take them at the community college, nor do I oppose giving a documental reward to students who successfully complete such courses. I do, however, strenuously object to awarding a college diploma on the basis of completing high school work!

I ask those who would attempt to justify their high school level offerings by masking them with degree credit to reconsider. All of the offerings in the community colleges are valid within their own context. They can, and must be able to, stand on their own. Attempts to buttress them with degree credit accomplishes no positive end especially when our programs are being closely scrutinized by the legislature and other agencies. Instead, the net result of such efforts is a general degradation of educational standards in that the degree is made less valuable and the improperly accredited courses receive little adequate defense in their own right.

My arguments against the first two proposals have largely articulated my reasons for supporting the third. Even so, however, I would like to register some additional remarks on its behalf. To begin with, I believe the transfer or collegiate function of the community college to be of critical importance and therefore worthy of a distinct documental reward. This is not to suggest that the other functions should not also carry rewards but they should be separate and distinct from one another because each is indeed different. To those who argue that this creates second class citizens, I retort that their protestation is clearly absurd. To distinguish between levels of accomplishment is not to create undemocratic distinctions among people. Such a position betrays a confusion between rewards for achievements and punishments for unachieved differences such as race, sex, or social class. If this is not true, how can we fairly distinguish between

people who earn an elementary or high school diploma and those who earn a college degree, those who demonstrate acceptable social behavior and those who engage in social deviance, or one person's right to own property from another's effort to steal it? All societies must hold certain conduct desirable, certain achievement noteworthy, or else its citizens are left with nothing to guide their actions and little for which to aspire. Let us lay to rest this specious argument!

If we use the associate degree to reward people for successfully completing programs which are other than baccalaureate level, how do we distinguish those who complete purely baccalaureate programs? I submit that if it is appropriate to reward the first group, it is equally appropriate to reward the second. Further, it seems illogical to reward both with the same degree since we are at the same time certifying that the work which they did to earn the reward is qualitatively different.

Last, I would insist that community colleges should recognize the prevailing, and not unwarranted, public attitude about the associate degrees. There is little doubt that the ordinary citizen in the community believes that the associate degrees are two year college degrees signifying that the holders are qualified to enter the university as juniors. We are badly counseled when advised to ignore this perception because the public reacts negatively when it finds that our graduates are unable to meet this expectation. How many times has an employer been heard lamenting that his employee "graduated" from a community college yet cannot read, write, or compute adequately? Further, I have seen little or no effort on the part of those who say the public perception about the degrees is inaccurate to correct it by advertising that our degrees are not necessarily college degrees. I suspect such reluctance to clear the air is sometimes founded in the notion that to do so would be to incur the displeasure of the public and to discourage some from earning the degree. By the same token, I believe that the passion some hold for granting degree credit for less than college level courses is warmed by the fear that fewer students would take those courses otherwise. If this be so, then I must conclude that rather than altruism, support for such a position rests on less than worthy motives.

With the above thoughts in mind, I would like to advance the following proposal.

A. The Associate of Arts and the Associate of Science should be awarded to students who complete 60 transfer units including the General Education package and the American History and Institutions requirement. These degrees should be available in both academic and vocational fields.**

B. A Certificate of Achievement should be created and awarded to students who complete 60 non-transfer units including a General Education package and the American History and Institutions requirement.***

C. The other certificate programs presently offered would remain in tact.

I hope this statement and proposal will be given serious consideration. It is offered as a stimulant for an organized discussion about our offerings and degrees. I hope that others will now set down their ideas so that we may each give appropriate thought to the question before a decision must be made.

*"college level" courses are equated with baccalaureate level courses in this paper. I realize that many people do not share this distinction but I am convinced that their confusion on this point has greatly contributed to the present difficulty regarding the quality of the community college offerings and has done precious little to improve education in the state. If we continue to insist on smudging the differences between levels and kinds of education we can only assure continued pressure to denigrate the quality of what we do. This view is often ridiculed as elitist and undemocratic. I respond with the assertion that democracy is never served by reducing quality to the lowest common denominator but instead it is only enhanced when the greatest number of people possible are availed of objective standards of quality to which to aspire. Like the Chinese, have we not had enough of the excesses of our cultural revolution? I am convinced that to insist our standards be lowered to the lowest level betrays a fatal disbelief in the intelligence of human kind and that it rejects the most fundamental principle of democracy--confidence in human rationality. Hence, it is those who would lower the standards and reject quality who are antidemocratic. One will search in vain the thoughts of the great democratic philosophers, from Locke, to Jefferson, to Mill, to Dewey; to find a plea to limit excellence in the name of equality. Rather, all of these people are of a single voice in calling for a system which makes people free to achieve the destiny of intelligent beings. Need we be reminded that education is the custodian of our culture and the vanguard of advances in human knowledge? Where stands the human condition if we fail to help people realize their potential, resorting instead to misguided mediocrity?

**Careful, frequent, and regular scrutiny of the quality of courses enjoying transfer status should be made to assure that they remain "equivalent in educational respects" to courses offered for baccalaureate credit at the state's public universities and colleges.

***The creation of this certificate would at the same time protect the academic quality of the associate degrees and attest to the community college uniqueness by granting a documental reward for achievement in courses which do not meet collegiate standards but which students need.

Whither the Major?

by Steve Ruis

Steve Ruis, who was awarded a B.S. in chemistry from San Francisco State and an M.S. from San Diego State College, recently authored a chemistry textbook which is due to be published later this year. His college awards also include varsity letters in basketball from the College of San Mateo and San Francisco State. A chemistry instructor at Skyline College for ten years, Ruis has been active in senate activities having served as senate president for the past two years. He has been State Senate delegate for three years and served on the Educational Policy Committee of the statewide Senate in 1980-81. His hobbies include hiking, woodworking, gardening, and playing the piano.

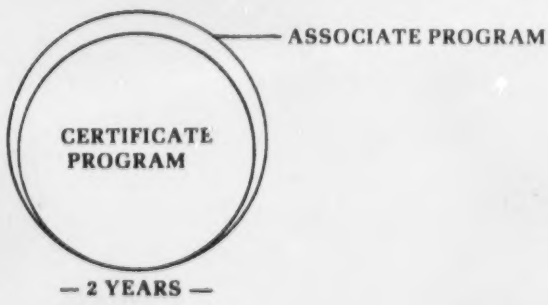
While the major for the associate degree has been obliquely addressed as part of the discussion of general education, we have not addressed majors in themselves. An examination of majors is long overdue, especially with respect to the pressures to increase the number of units required and the attendant danger of eroding general education requirements and the ability of students to tailor their educations through elective courses.

According to the Carnegie Foundation, the undergraduate baccalaureate major has been the most stable component of the baccalaureate program. In 1974, the major comprised about thirty-three percent of the units necessary for the BA degree, general education represented another thirty-four percent, and electives the remaining thirty-three percent. This pattern showed some erosion of the units applied to general education requirements which comprised forty-three percent of the units applied to the BA as late as 1967. This erosion, though, seems to be attributable to an increase in the share of electives from twenty-four percent in 1967 to thirty-three percent in 1977. These amounts vary back and forth with social climate and, if I may be allowed to oversimplify, represent conflict that lies between the desires of students to personalize their education through elective choices, the desire of faculties, as representatives of society, to graduate well-rounded, broadly educated students (through general education), and the needs of professions and occupations for specific training (the major). As the needs of society and of students change, the attention each of the components receives changes.

All of the above not withstanding, major requirements are exerting great pressure on baccalaureate and associate degrees, especially in the technical fields. For example, in reviewing a student's program recently, I noticed that other than thirty-nine units of general education, the rest of her program leading to a BS degree in electrical engineering was major requirements. There was no provision for electives. Thus, if a student came to that college with a deficiencies list, or just wanted to explore a little, taking those extra courses would have to be done on an overload basis.

Some of the pressures on the associate degree have come from outside acrediting agencies. These agencies (American Association of Respiratory Therapists, American Chemical Society, National League for Nursing, Engineers Council for Professional Development) strongly affect the offerings in technical areas by indicating what courses must be taught in those programs to receive their special accreditation. The major requirements in some of these programs have climbed past forty, to forty-five, fifty, and even fifty-five semester units. In a sixty to sixty-four unit degree, such a program does not leave much room for general education, electives, or room for mistakes.

Coupled with the above is somewhat of an odd psychology. Many of the vocational-technical fields have the same major requirements for their degrees and their certificates (The only difference between the two is generally a general education component.). Somehow this has been coupled with the two-year limitation on community college programs to the supposition that a student be able to complete both programs in the same sixty unit package, i.e. the certificate program is considered to be a component of the associate program.



In actuality, each program is separately limited to two years (actually two years at fifteen to sixteen units per semester, i.e. sixty to sixty-four units), and hence, almost four years could be used to accomplish both, thus:

This psychology has gone so far as to result in pressure against increasing the number of units required for general education because, for example, twenty units of GE and fifty units of "major" would exceed the limitation of two years on programs. This is, of course, a fallacy. If a student wants both a certificate and an associate degree, and the certificate program is too large to be included in the associate program, then the student will have to spend more than two years getting them.

In all areas the major and the degree are suffering from "trickle-down education." Courses that just five years ago were only taught in graduate schools have trickled down to become undergraduate requirements. In the past some adjustment for this tendency was made by passing some upper division courses down to the lower division and passing some lower division courses down to the secondary schools. The current crisis in high school education, though, has resulted in a squeeze on undergraduate schools, especially in the lower division. Not only are the high schools not offering more advanced courses (they often do not have enough students ready or interested in taking them) but they are graduating college-bound students who lack adequate preparation for college. So it is that we are being asked to do more for students who have even less preparation than students of a decade ago.

While all of these problems are not readily resolved, there are some directions for change. First, a careful evaluation of the state of the associate degree major is in order. Second, some of the Carnegie Foundation's suggestions seem appropriate (admittedly these focused on four year programs):

1. Limit the number of units that apply to majors (i.e. wither the major!)

2. Provide different programs for those students who plan to continue to a four year program than for those who do not.

Some discussion of the first recommendation has taken place, primarily at the four year institutions. It now seems time for us to do likewise. The second recommendation has been addressed in so far as many community colleges have listed "suggested transfer programs" in their catalogs. On the other hand, I still meet transfer students who have been advised to get their GE programs "out of the way." And I have seen a recommended transfer program in chemistry recently that recommended sixty-two units of math, physics, chemistry, and foreign language--no English, history, humanities. Obviously some house cleaning is in order.

Another facet to the major is that some community colleges that once gave an associate degree for the first two years of a four year degree program, a degree in BA transfer if you will, have stopped doing so. I believe this is an error and should be rectified. A degree is a certification--we certify what the students have accomplished. If a student has successfully prepared for junior standing at an accredited four year school, we should certify that as well as certifying completion of our current AA/AS and certificate programs. Some advantages to such a program would be that students who haven't declared a major could still receive an associate degree and completion of an articulated AA transfer program could guarantee junior standing at the receiving institution. What is being suggested is merely a community college analogy to high school "college preparatory" programs, call them "baccalaureate preparatory programs" if you will. In this fashion we could distinguish the terminal job-oriented programs from the transfer programs. (This was recommended recently by the Commission on the Higher Education of Minorities as an aid in encouraging minority students to transfer and persist.)

Obviously my prescription for the major is a healthy dose of attention--the sooner, the better. Specifically, I have four recommendations. First, the State Academic Senate must consider whether a cap should be placed on the fraction of units devoted to the major in associate degree programs, and, if so what kinds of exceptions are warranted. Second, we must work with the four year schools to provide balanced transfer programs for our transfer students. These then must be integrated into a sound academic advisement program. Third, we should investigate the pressures placed on degree programs by outside agencies and, if we find them unwarranted, oppose them. Fourth, the State Academic Senate should investigate the feasibility and desirability of a designated transfer program for which the associate degree is granted.

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Cooperation Among Academic Senates in Multi-College Districts: Possibilities, Problems, and Prospects

by Carmen M. Decker

Carmen M. Decker is the President of the Academic Senate at Cypress College, where she has been teaching Spanish and English for six years. She received her B.A. in English from Kansas State University, her M.A. in English from the University of Missouri, Columbia, and she is currently completing her dissertation in Comparative Literature at the University of California, Riverside. The title of her dissertation is "The Development of the Mexican-American Short Story." She presently serves on the Chancellor's Advisory Committee on Telecommunications.

Today, in an era of limited and diminishing financial resources, the California Community Colleges face a number of crises which can be approached in a challenging and determined fashion, or can simply be lamented as uncontrollable effects of broader social forces. The climate of change facing us has produced an urgent need to analyze the position of the academic senates, not just regarding the implications of a state-mandated cap on growth (e.g., class size, course requirements, tuition, admission policy, etc.), but the very mission and function of the community colleges in their role as remedial and/or transfer institutions. In determining their course of action, the local academic senates must establish a good working relationship with all other operational segments at the state, district, and campus levels. For those academic senates in a multi-campus district, it is essential to develop a system of inter-campus cooperation in order to avoid unnecessary duplication of labor and in order to reach a prompt solution to problems of common concern. The most effective impact has always been achieved through cooperative action, and there has never been a better time than the present one for the senates to agree upon the nature of their most pressing concerns and to approach them through the strength of their joint efforts.

In the process of determining a list of common priorities, all senates involved must recognize that there are some areas which are unique to each campus and for which the local academic senate must retain its independence and autonomy. For example, two sister campuses within one district may have different historical and geographical origins which may have given rise to distinct curricular programs, new versus old physical facilities, and diverse student bodies. Therefore, the problems of inadequate or antiquated facilities for one campus will not necessarily affect its sibling institution, and the affected campus need not involve the other campus regarding this local problem. In addition, each academic senate must deal with the unique style and personality of its local campus administrators, and thus must maintain the flexibility which allows it to react to that particular administration from an autonomous position.

While some issues are primarily of local concern, at the other end of the spectrum there are issues that affect essentially every campus of the California Community Colleges. These state-wide issues are the appropriate concern of the Academic Senate for California Community Colleges, which can most effectively channel the collective voice of the faculty to the responsible authorities, elected officials, news media, and the general public. However, a bridge must be built to close the gap between the concerns of the local academic senate and those of the state-wide Academic Senate, a bridge that facilitates the articulation process between the different campuses within the same community college district on issues of common concerns.

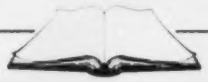
Local academic senates have the right to address themselves to the elected Board of Trustees on academic and professional matters, but this legal right does not guarantee that they will speak in an effective manner. In order for the faculty to have the greatest possible impact, they must speak in a unified manner. In order to preserve the traditional prerogatives of shared governance, the faculty senates within a multi-campus district must cooperate to assert their influence in the formulation of academic policies and procedures. In order to accomplish this, the senates involved must develop structural mechanisms whereby mutual understanding, discussion of critical issues, and the development of consensus can be attained.

This cooperative relationship among senates can lead to an improved plan of development by allowing the faculty to establish a set of goals and priorities for the future, facilitating full faculty support for requests that are not governed solely by parochial sentiments.

This cooperative and productive relationship can be achieved by organizational inventiveness through the establishment of joint senate meetings, the formation of joint committees, the interaction of the Senate Executive Councils, the systematic dissemination of communication among the campuses involved, the formulation of joint responses to mandates from the Chancellor's Office or to policy-making by the Board of Trustees. The benefit to be derived from this joint effort among the multi-campus academic senates can be measured not only in terms of the concrete accomplishments, but also by realizing the loss that would occur as a result of an adversary relationship between institutions or from an insularly position.

It is essential that we recognize our vocational heritage, our common goals and our natural allies, and that we work together to create the professional atmosphere that will best serve our academic community.

College Symposium: Santa Monica College and Your Future



The following article was submitted by Robert Silverman, biology instructor at Santa Monica City College. The article, which was written by the Staff Development Committee of the Academic Senate, presents a model for self-examination, priority setting, and goal setting which may serve as a model for other colleges.

Santa Monica College, like most community colleges, has experienced significant changes during the past two decades and now faces a time of serious decision-making requiring conscious choices among many possible paths of operation. In an effort to deal with this complex situation, faculty, administrators, and classified staff met for two and one-half days between semesters (February 2-4, 1982). Four general presentations provided the participants at the symposium with a retrospective look at the college and with the information necessary for them to examine the issues currently confronting it. In addition, participants were involved in a series of prestructured, cross-college, small group discussions that focused on task-oriented questions related to the choices that the college must make in the future. This examination of issues culminated with departmental discussions of the same questions aired in the small groups during the previous two days.

Participant evaluation indicates that the colloquium was extremely worthwhile because it was well-organized, because the presenters and group discussion leaders were well-prepared, and because the participants had ample opportunity to express their views openly. Since one of the objectives of the conference was to inform the college community about the problems confronting the college, the Staff Development committee was gratified to read that participants appreciated receiving the information and recognized that their views of the college had broadened. Finally, most participants felt that the symposium should be repeated and offered constructive suggestions for the next one.

Obviously complex problems cannot be solved through the collective discussion of 250 people over two and one-half days, but solutions were not the goal of the conference. Rather it attempted to identify broad philosophical principles that could guide future problem solving and to identify the issues of greatest concern to the college community. The Staff Development committee, using discussion recorders' notes and department reports, identified certain issues as those of primary concern to most people at the conference.

Participants expressed two general beliefs as fundamental to the college's operation: 1) that the crucial factor in any decision for change must be whether or not that change will better meet the educational needs of the students, and 2) that faculty and staff have a responsibility and a desire to be actively involved in determining the destiny of the college. In addition, the discussions--both small group and departmental--yielded nine specific suggestions for dealing with the changes facing the college and for maintaining its excellence:

- to expand student assessment and placement practices to include ALL students and to implement a continuous advisement process;
- to establish a high priority for staff development activities, such as sabbaticals, fellowships, in-service seminars and workshops to continue professional growth;
- to explore methods for increasing income as well as for reducing expenditures, paying particular attention to the conservation of energy, resources, and supplies;
- to maintain the high quality of support services, such as the library, IMC, LRC, EOP&S, and Disabled Students' Center;
- to emphasize departmental participation in overall decision making;
- to determine ways to enhance quality instruction in the institution and the classroom, with particular attention to academic standards and classroom expectations;
- to enforce existing educational policies governing such matters as student probation and disqualification, course prerequisites, and course repeats and to revise priority registration procedures accordingly;
- to maintain the services necessary to continue to provide a desirable physical setting for students and staff;

to continue the appropriate conversion of part-time to full-time faculty positions, with attention to affirmative action guidelines, while recognizing the contribution of part-time faculty and assuring them a more complete role in the college.

The college community recognizes that the student population has changed over the past twenty years from a rather homogeneous group to a highly diverse one with varying degrees of scholastic preparedness and a wide range of goals. These changes are compounded by the larger number of non-native speakers attending the college and require the college to increase its effort in assessing the basic skills of all students upon entry. This assessment should be used, in turn, to provide students appropriate placement in courses. Concurrent with this expansion of assessment and placement practices, the college needs to provide continuous student advisement. With the limited counseling resources currently available, such a process requires faculty participation as academic advisors.

To assure its commitment to quality instruction, the college must give a high priority to staff development activities. A static staff finds itself ill-equipped to cope with the changing needs of its students and with the technological advances and information explosion in its disciplines. Thus, staff development becomes the primary vehicle for helping staff, both individually and collectively, meet creatively and competently the challenges of change. Given this important function, staff development must receive a high priority in the allocation of resources.

A college must continually attempt to improve its cost effectiveness while maintaining the quality of its institution. The symposium elicited numerous specific suggestions for such improvement, but underlying these were two recurrently voiced concerns: that energy conservation be actively pursued and that human resources have a higher priority than physical resources. Participants also urged the college to consider certain capital expenditures that ultimately would result in cost savings and a net improvement in cost effectiveness.

The college community's concern for maintaining high quality support services stems from three beliefs. First, a college that appeals to a diverse student population needs adequate support services to meet the education needs of those students. Second, a deterioration in the quality of support services will eventually result in a decline in the quality of the instructional program. Third, in the past, support services have borne a disproportionate burden of cost reduction efforts and have curtailed some important services for staff and students. The integrity of support services coincides with the integrity of the total college programs.

The faculty's expressed desire to increase department involvement in decision making relates more to operating decisions than to institutional educational policy decisions, with the intention of more adequately reflecting in academic policy implementation the variation among departments. During the symposium, faculty repeatedly voiced this concern in terms of the subjective component of program evaluation, summer session course offerings, and summer session faculty assignments.

Concern for quality instruction focuses on two distinct issues: 1) academic standards and related classroom expectations and 2) appropriate program evaluation in terms of groups of courses rather than individual courses. Grade inflation is a central concern. Participants proposed an investigation of grading practices with an examination of possible links to changing classroom expectation resulting from the increased diversity of students and of their goals and motives. In the area of program evaluation, participants expressed the need for a two-tiered system. The first tier would examine programs in light of certain objective criteria, such as enrollment, class size, cost effectiveness, which would provide useful information to departments and serve as a preliminary flagging mechanism. The second tier would employ more subjective criteria, such as the role of the program in the overall college offering, which would vary from program to program and would be a basis for determining the future status of a program. Other such criteria would include the degree to which a program meets its objectives, the extent of program duplication in the community, reasons for the program being flagged by the objective criteria, and the ripple effect of the program's reduction.

The college community prefers the use of student enrollment constraints as the method for controlling college size. Four value statements form the foundation for this concern: 1) students can benefit from limitations on course enrollment, among which are total units carried and specific course eligibility; 2) student enrollment constraints should give priority to serving transfer, job related, and basic skills motives; 3) open student access must be maintained but closer control exercised over students' continued enrollment in the college; and 4) access for non-traditional students must be protected within the enrollment constraint mechanism. Implementation of these values involves two methods. First, strictly enforce the policies regarding continuing student enrollment. Second, revise the enrollment priority system to give high enrollment priority to successful students and students with motives consistent with the classic function of the community college. New students, particularly first-time college students, should receive a higher priority than continuing students who have performed poorly, as reflected in their lack of progress and academic probation.

Participants considered the improvement in the

grounds and the physical plant one of the most positive changes at the college. They felt that the quality of the physical environment contributes to the quality of the educational program and urged that the college maintain the benefits derived from the positive physical surroundings by not cutting further the areas that serve them.

They also commended the attempts to convert part-time faculty positions to full-time and urged that such attempts be continued. Furthermore, they saw such conversion as the vehicle for increasing the college's affirmative action efforts. However, the desire to convert part-time positions to full-time should not be misconstrued as a lack of concern for part-time instructors. The college needs to recognize the valuable contribution of part-time faculty and to assure them an appropriate role in the college processes.

The participation and active involvement by 250 members of the college community in the symposium demonstrates the staff's concern about the future of Santa Monica College. The interchange that occurred among all segments of the college community indicated their desire to collectively resolve the issues facing Santa Monica College. Now, the college must build on the energy and enthusiasm created by that interchange by incorporating the stated suggestions into the processes used for the selection of our future paths of operation.

Remarks on Pedagogy

by E. Lou Carranza, Ph.D.

Elihu Carranza, a part-time instructor of philosophy at San Jose City College, earned a Bachelor's degree in philosophy from San Jose State, a Master's degree in philosophy and Logic from Washington University, and a Ph.D. from Michigan State. He has published scholarly works in several well known journals and has presented papers to the California Educational Research Association, the National Association of Chicano Studies, and the Pacific Coast Council on Latin American Studies.

Introduction

A general approach to teaching the various courses offered in Mexican American Studies at the graduate and undergraduate levels poses more than a few difficulties for faculty trained in diverse disciplines. These difficulties can be resolved at a higher level of generality as a set of recommendations that will establish a common ground for instruction and learning, regardless of the particular course, style of instruction, or instructor specialization. Although these remarks, in their generality, appeal to the entire range of interdisciplinary or multi-disciplinary courses, what follows refers more appropriately to that portion of the curriculum known as Humanities in Chicano Studies. Within this broad field, I make reference to five areas for organizational focus which experience has revealed to be useful, if not necessary, to sound instruction: Frame of Reference, Assumptions, Elements, Interpretations, and Theories.

Frame of Reference

The first of these essentials is the establishment of an appropriate Frame of Reference. By "appropriate" I mean both suitable for diverse courses or disciplines and adequate to the diverse levels of student academic skills. To be sure, the dangers of too broad or too narrow a Frame of Reference are matters for the instructor to judge and decide. This is no more than to place the responsibility for bounding the system of thought --the content of the course--where it belongs, with the instructor. The defined Frame of Reference requires, therefore, a sufficiently broad description of the course content to establish a "territory" with the boundaries or delimitations set forth as constraints which circumscribe the scope of inquiry. The degree of interest or enthusiasm of inquiry may on occasion serve to expand the scope beyond the boundaries of the Frame of Reference, and the instructor may wish to pursue such inquiry beyond the constraints to issues or topics related to the Frame of Reference. However, this venture beyond the Frame of Reference must be regulated to effect a return to the established Frame of Reference. The operating principle here would appear to favor flexibility that is suitably guided by a firm purpose to reiterate the content and scope of inquiry whenever necessary.

Other matters related to the establishment of an appropriate Frame of Reference address the responsibilities and expectations of the instructor. Both can be expressed, in part, by the objectives of the inquiry; however, these objectives, as Arthur Combs suggests in his booklet, *Educational Accountability: Beyond Behavioral Objectives*, must be formulated and guided by considerations of *professional* responsibility. These include:

1. being informed in the subject matter,
2. being concerned about the student's welfare and progress,
3. understanding the behaviors of the students,
4. clearly understanding the instructional purposes to be carried out, and
5. carrying out the purposes with an appropriate set of strategies or methods.[1]

In sum,

> "Professional responsibility does not demand a prescribed way of behaving. What it does require is that whatever methods are used have the presumption of being good for the client. The emphasis is not upon guaranteed outcomes but on the defensible character of what is done. Doctors, for example,...are held responsible for...being able to defend in the eyes of their peers that whatever they did had the presumption of being helpful when applied. Teachers, too, must be prepared to stand this kind of professional scrutiny of their information, beliefs, purposes, and the adequacy of the techniques which they use. Whatever they do should be for some good and sufficient reason, defensible in terms of rational thought. This is an area of accountability sadly overlooked in most educational thinking."[2]

Similarly, instructor expectations should be explicitly addressed in a precise grading policy covering in detail the number and weight of each quiz, test, report, presentation, project or paper. A Frame of Reference which is appropriate by previous criteria, but lacking a rational, fair grading system keyed to the rigor and scholarship demanded by the level of course and difficulty of subject matter tends to undermine one or more of the professional responsibilities of the instructor.

and perhaps by so doing, inadvertently destroys the efficacy of the Frame of Reference.

A final comment. Course description handouts are not substitutes for the establishment of an appropriate Frame of Reference, although their introduction could be used as an occasion to establish one.

The Assumptions

A second set of issues toward mapping a common ground for instruction and learning requires clear expression of whatever Assumptions guide the inquiry. These are the givens, the assumed-as-true or reliable set of presuppositions. Every system of thought is presumed to be based on a set of postulates which by definition are neither subject to proof nor denial, being assumed as true within that system. Of course, these assumptions should be discussed and questioned explicitly, stated succinctly, and clearly distinguished from personal and other beliefs, values, or commitments falling outside the established Frame of Reference.

The Assumptions may or may not incorporate world view assumptions about the nature of man; the purpose of life, the meaning of death, time, history; the basis for morality; and the nature of prime reality. However, all well-rounded world views address at least these assumption-identifying questions. If the aim is to use one or more world views or models as methods for analysis and evaluation of the subject matter, rather than to merely explore and critique the subject matter or thought of a writer to attempt to determine an underlying world view, then these considerations should be incorporated as part of the Assumptions rather than as part of the Elements. In either event, much confusion can be avoided if the instructor specifies at the outset those presuppositions necessary as starting points for the inquiry that is to take place within the defined Frame of Reference.

The Elements

Selecting the Elements can prove to be at odds with the creation of a common ground for instruction and learning unless carefully considered from a student perspective. A relatively easy device, one that defines the elements, i.e., those key terms or concepts, the understanding of which is presupposed for any scholarly inquiry, is a glossary of terms. The glossary should comprise terms that have been selected as *key constructs*, i.e., sufficient and necessary for a scholarly inquiry. Selecting these elements is guided in part by the Assumptions and the defined Frame of Reference. Stipulative, lexical, precising, etc. definitions can be used to explicate the meanings of the Elements. However, to the extent that these definitions purpose the creation of special effects, thus granting them honorific status, they should be classified as Assumptions rather than Elements. In the event that a term functions as both Assumption and Element, such as, for example, the term *Pocho* (in some contexts) this duality of functions, at a higher level of generality, becomes an ELEMENT. These terms require clear and detailed specification of the contexts in their application or use.

In stipulating that Elements are selected, I seek to discourage the notion that in some mysterious way they are given to us in the *data*. Elements are not the data, the givens; the givens are the Assumptions. Elements are more closely associated with the *capta*; their selection is guided by the data, the givens, in our Assumptions.

An additional feature that sets Assumptions apart from Elements is their arrangement. How the Elements are arranged, once selected, i.e., the order in which they are presented, used, or abused may spell out significantly different inferences or conclusions. No doubt the givens require as much precision as the Elements, but the givens may lack order or arrangement without thereby suffering a deficiency. Elements, on the other hand, form a set or subset within the Frame of Reference. Interaction between Elements constitutes an arrangement, an order of relations that represent organizational changes. These relations between the Elements will differ depending on the level of inquiry:

1. the epistemological level of inquiry,
2. the metaphysical level of inquiry, or
3. the axiological level of inquiry.

(More on these levels of inquiry in the next section.)

Both the kinds of relations that hold between Elements and the levels of inquiry serve to distinguish the Elements from the Assumptions. Thus, the Elements constitute *capta*, suggested in part by the Assumptions, but clearly distinguished from the givens in that Elements, as a subset or a set, display certain orders of relations or changes and are subject to different levels of inquiry.

In addition to the ordered relations that may hold between Elements, cybernetic relations of both positive and negative feedback within the Elements; between the Elements and variables exogenous to them but within the Frame of Reference; or between the Elements and variables exogenous to both the Elements and the Frame of Reference further distinguish the category of Elements from Assumptions.

The Interpretations

A fourth consideration concerns Interpretations and the models used to display them. These are deduced in large measure from the selection and arrangement of the Elements, but are also based on all that precedes the Interpretation. The complexity of an Interpretation(s) will most likely depend on the variety and diversity of Elements, the relations between them (including the variety and diversity of the relations) the purpose of the project or conceptualization and other approach related factors.

How is one to judge or evaluate an Interpretation, or judge between any two or more? While different disciplines may set forth diverse criteria, all ought to agree on at least these two principles: (1) systemati-

consistency, and (2) smooth empirical fit.

The first, systematic consistency, tests an interpretation both for self-contradiction within, and contradiction with the Assumptions. Standard tests in logic for formal and informal fallacies should be applied. If our tests reveal inconsistency, this information ought to function as negative feedback for the revision and reconstruction of another Interpretation. This feedback process is also guided by the knowledge that our reconstructions of reality may only approach perfect consistency, and are therefore tentative and vulnerable to newer insight or additional discoveries. It should be kept in mind that the goal is *systematic* consistency.

The principle of smooth empirical fit questions the adequacy of the relation between our conceptualizations of reality, i.e., our Interpretations, and what is known about reality. In other words, an Interpretation may be systematially consistent and yet not correspond with the world as we know it. A lack of smooth empirical fit in and of itself must not be taken as the ultimate proof for the rejection of the Interpretation. Our knowledge of the world may be inaccurate or otherwise deficient. We admit that it will always be incomplete. On the other hand, smooth empirical fit in and of itself does not guarantee once and for all time an adequate Interpretation.

What is the value then of any Interpretation, assuming that it fulfills the requirement of smooth empirical fit? Merely this: that one can justify or rationally support the claim of *smooth empirical fit*--no more, no less! That is, given that an Interpretation is systematically consistent *and* exhibits smooth empirical fit with the facts of our world, as we know it, the Interpretation has a claim on our credibility. For example, given two Interpretations, each being systematically consistent (and both satisfying other approach criteria) our choice of one over the other will rest on the one that fits the facts best. If two Interpretations fulfill both criteria "equally," then they are competing Interpretations.

We know that Interpretations may also be rendered as models. Our models should exhibit "epistemological vividness," i.e., they ought to display the Elements and their relations in such a manner that they depict how our Interpretation fits the facts. In fact, depicting the Elements and their relations in a model already announces the possibility of drawing them in a manner that fits the facts of (1) the epistemological, (2) the metaphysical, or (3) the axiological levels of inquiry.

The epistemological level of inquiry comprises the systematic study of the nature, sources, and validity of what is claimed to be knowledge. For example, Epistemology asks, "Do we know an independent world or merely our experience?" Our responses to this question can be grouped into either subjectivistic or objectivistic theories depending on the degree of emphasis on the observer or the observed. It should be noted that Epistemology differs from Logic and from Psychology.

> "Logic is concerned with the specific and formal problem of correct reasoning, whereas *epistemology* deals with the nature of reasoning, with truth, and with the processes of knowing themselves...Psychology is concerned primarily with *descriptive* study of behavior, phenomena, and the like, whereas *epistemology* deals with our claim to knowledge, with what we mean by 'knowing'."[3]

Metaphysical inquiry, for those who distinguish two main branches of philosophy, epistemology and ontology, is usually classified with the latter, i.e., theory of being. In other words, *metaphysics* and *ontology* are sometimes used synonymously. For others, metaphysics denotes both ontology and epistemology. Our preference conforms to the use of *ontology* as roughly synonymous with *metaphysics*.

As such, metaphysical inquiry comprises the systematic study of the origin and nature of the physical world, life, and prime reality. The pertinent questions are:

> "What is the physical world? (Answers state theories of physical reality.) What is life? (Answers state theories of the origin and nature of living reality.) What is ultimately real? (Answers state theories of the nature of reality as such, i.e., ontology.)"[4]

While epistemology and metaphysics address the nature of knowledge and reality, respectively, axiological investigation undertakes a systematic study of theory of values of all types. The pertinent questions are:

> "Is value a quality, a relation, or an attitude? Is value found or made? Is value definable? Analyzable? Reducible? If so, to what?"[5]

In other words, axiology includes aesthetics, ethics, and certain "special" philosophies, e.g., philosophy of religion, for those who posit the source of value in religion.

Finally, it should be noted that each level of inquiry ought to include clearly distinguished descriptive and explanatory accounts in recognition of the fact that to describe what is the case may or may not also tell us why it came to be. Explanation so often leans, nay rests, on "description"--does it not?

Theories

The use of models, representations that carry epistemological vividness, are an especially vital ingredient for many theories, especially those that function like nets. Karl Popper, for one, thought of theories as "nets cast to catch what we call 'the world': to rationalize, to explain, and to master it."[6]

Less picturesque but in a similar vein, Hanson's comment on theories is worth quoting in full.

> "Physical theories provide patterns within which data appear intelligibile. They constitute a 'conceptual Gestalt.' A theory is not pieced together from observed phenomena; it is rather what makes it possible to observe phenomena as being of a certain sort, and as related to other phenomena. Theories put phenomena into systems. They are built up in 'reverse'--retroductively. A theory is a cluster of conclusions in search of a premise. From the observed properties of phenomena the physicist reasons his way towards a keystone idea from which the properties are explicable as a matter of course."[7]

"Retroduction" or "abduction" appears to be the link between deductive and inductive thinking in scientific theory formation. The philosopher, Peirce, distinguished the three in this way:

> "Abduction consists in studying facts and devising a theory to explain them...Deduction proves that something *must* be; Induction shows that something *actually is* operative; Abduction merely suggests that something *may be*."[8]

In theorizing, as with any intellectual or scholarly discourse, it is important, in the interest of avoiding confusion and enhancing clarity of thought, to recall the differences between inductive, deductive, and abductive summaries of statements. Of equal importance are (1) the distinction between object-language and metalinguistic uses of terms, and (2) differences between observation statements and pattern statements. Also, we should always keep in mind that,

> "theories do not create facts; rather they attempt to relate existent facts properly...The theory maker must never suppose that he is building reality; his task is the fascinating but more humble one of shaping a 'conceptual fabric' that, with 'epistemological vividness,' will correctly mirror the world of substantive reality."[9]

Summary

A pedagogy appropriate to teaching a curriculum comprising interdiscipline content, multidiscipline faculty, and students from diverse academic backgrounds and with varying levels of skills awaits further development. My purpose has been merely to provide a taxonomy of some of the difficulties or challenges toward the construction and development of a pedagogy appropriate to courses in Mexican American Studies, and in particular, a segment of its curriculum known as Humanities in Chicano Studies.

The following chart summarizes these efforts by associating each category with a "principle," or, less formally, a reminder that all our efforts are forever incomplete.

A Taxonomy of Ideas on Pedagogy

CATEGORIES	PRINCIPLES
FRAME OF REFERENCE	"Bad Boundaries make for ineffective Frames of Reference."
ASSUMPTIONS	"As a man thinketh, so is he."
ELEMENTS	"Everything is connected to everything else."
INTERPRETATIONS	"A disembodied interpretation may prove to be an idle and harmful fiction."
THEORIES	"A theory conceptually maps a bit of reality."

Finally, I borrow from John Warwick Montgomery a parable which admirably captures the essence of my remarks on pedagogy.

> "Once upon a time...there was a man who thought he was dead. His concerned wife and friends sent him to the friendly neighborhood psychiatrist. The psychiatrist determined to cure him by convincing him of one fact that contradicted his belief that he was dead. The fact the psychiatrist settled on was the simple truth that dead men do not bleed, and he put the patient to work reading medical texts, observing autopsies, etc. After weeks of effort, the patient finally said, 'All right, all right! You've convinced me. Dead men do not bleed.' Whereupon the psychiatrist stuck him in the arm with a needle, and the blood flowed. The man looked with a contorted, ashen face and cried: 'Good Lord! Dead men bleed after all!'"[10]

In this parable Montgomery has succinctly captured, in my view, all the categories: Frame of Reference, Assumptions, Elements, Interpretations, and Theory.

NOTES

[1]Arthur Combs, *Educational Accountability: Beyond Behavioral Objectives* (Washington, D.C.: Association for Supervision and Curriculum Development, 1972), pp. 37-37.

[2]Ibid., pp. 37-38.

[3]Milton D. Hunnex, *Philosophies and Philosophers* (San Francisco: Chandler Publishing Co., 1961), p. 3.

[4]Ibid., p. 14.

[5]Ibid., p. 20.

[6]Karl R. Popper, *The Logic of Scientific Discovery*, 2nd ed. (London: Hutchinson, 1959), p. 59.

[7]N. R. Hanson, *Patterns of Discovery: An Inquiry into the Conceptual Foundations of Science* (Cambridge: Cambridge University Press 1958), p. 90.

[8]*Collected Papers of Charles Sanders Peirce*, edited by Charles Hartshorne and Paul Weiss (Cambridge: Harvard University Press, 1934), vol. 5, para. 144 and 171, pp. 90 and 106.

[9]John Warwick Montgomery, *The Suicide of Christian Theology* (Minneapolis: Bethany Fellowship, Inc., 1970), p. 273.

[10]Ibid., p. 122.

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